

# CHAPTER I

## INTRODUCTION

### 1.1 Reserch Background

English is a language used throughout the globe by nations. It is used as an international language and as a significant international business, scientific, professional and leisure language. In Indonesia, English was taught not only to primary school kids, but also to kids in kindergarten. English teaching's overall aim is to assist learners understand the language properly.

According to Depdiknas (2006), establishing English as a topic of local material in elementary school is intended to support the willingness of elementary school graduates to face the process of studying English at the greater level. Mudjito (2007) states that teaching English in primary schools is not meant to give as much language understanding as possible ; it is meant to create children communicate even though they only have a limited knowledge of language. The learning technique should concentrate on oral communication in a limited sense. Reading and writing would also promote the actions of the children.

Although it has been yers since the state included English in the curriculum of elementary school, its teaching and learning method still has issues. First, English was never used in the classroom, so kids did not get enough exposure to language in the classroom. Second, only a few educators pay attention to the reality that educators need to entertain them at times in order to educate kids. Through exciting events, music, stories, and games, this entertainment can be performed. Third, it is rare to teach English using media. Teaching media is known to be very important in learning English to kids, but is

hardly used in the classroom. Visual media is very essential as kids like to know something that can be touched or seen, so images, hand puppets, and realia are essential.

According to Stern (1983), there are several variables that play a major part in language learning, such as: (1) cultural context, (2) student features, (3) teaching circumstances, (4) learning process, and (5) learning results. The first factor includes sociolinguistics, socio-cultural, and socio-economic. The second factor includes age and type of learner, cognitive factors, such as general learning ability, language learning experience, and affective factors such as attitudes and motivations, as well as personality factors. The third factor includes being closely related to the status of the language whether the language being studied or used is a second language or a foreign language. The fourth factor consists of learning strategies, techniques, and mental operations. The fifth factor has competence or ability, as expected by students, to be the goal of learning and teaching. Then it can be concluded that success in language learning is influenced by a number of important factors such as learning styles, learning strategies, goals, feelings, motivation, and intelligence.

In teaching and learning language, vocabulary is an significant thing, particularly at the start of language learning. Cameron (2003) said, "The development of a helpful vocabulary is essential to the main teaching of a foreign language." Some learners only believe of vocabulary teaching as understanding the primary and believe they are already "knowing the word," but in distinct contexts they may not be able to correctly communicate phrases.

Vocabulary is an essential component in the second language for successful communication. Although grammar is essential, a lack of vocabulary can lead to a full inability to communicate a message. Nowadays, the key to learning is the capacity to effectively communicate, so educators attempt to create communicative skills and

vocabulary for learners. A individual can efficiently interact with a broad vocabulary, even if he / she is very poor in grammatical understanding. It implies educators need to pay a great deal of attention to steady, frequent job on enriching vocabulary for learners. For many English learners, they consider learning a list of fresh words with meanings in their native language without any true context exercise whenever they think of vocabulary. For many learners of English, whenever they think of vocabulary, they think of learning a list of new words with meanings in their native language without any real context practice. Therefore, the “look and remember” way of vocabulary learning seems to be very ineffective for learners of the English language.

The teacher is therefore responsible for establishing the teaching and learning process in such a way that vocabulary is displayed in an efficient way that can effectively assist learners to use the words correctly, meaningfully and properly and generate a pleasant atmosphere in the classroom. ESL / EFL experts often justify using games to motivate learners like Murcia (in Huyen, 2003) who say learners will learn more if educators can deliver pleasant teaching.

In games, "linguistic use takes precedence over linguistic practice" (Celce-Murcia and Macintosh 1979), in Huyen (2003) and "games take the classroom nearer to the actual globe". Games can be used as the teaching medium, and there may be no reason why they can not be included as part of a class. Language educators can therefore intend to introduce appropriate vocabulary before any communication activity is undertaken and/or promote learners to look up the term in the dictionary.

Color vocabulary game is an optimal way to help learners enhance their vocabulary without boring them. Not only can it assist learners appreciate and entertain with the language they learn, but it can also be practiced by chance. Vocabulary colour games is the fun English game by colour cards to find word for second grade students. The

objective of this cards is to find and mark all the words hidden written in cards. The words about many kinds of jobs, family members, fruits, nouns, adverbs, etc. The topic of this research is SMPN 12 MALANG's eight-grade learners. Most of them are unable to understand the English text during the observation. They tend to concentrate on the term rather than the whole text when reading English text, and depend on their dictionaries. The outcome is that they are lazy reading English text because they are scared to find unfamiliar words and have a issue with vocabulary. That makes them uncertain about reading English text. In addition, the learners also feel hard to express their thoughts and construct in writing on the basis of the teacher statements.

From the observation of the researcher and the statements of the educators, it can be stated that some issues have been discovered in vocabulary teaching, 1. Difficult to comprehend English text, 2. Students are unable to talk English fluently, 3. They often have difficulty in making phrases, 4. Students have difficulty memorizing their vocabulary, 5. The teaching style used by the teacher is always monotonous.

Based on the issues, to enhance vocabulary mastery, it is essential to produce an efficient act backed by efficient media. This research focuses on two issues that are low vocabulary students and teaching vocabulary motivation learners. By using Vocabulary Color Games as the media in learning vocabulary at SMPN 12 MALANG, the investigator intends to introduce a fresh method.

## **1.2 Research Problem**

1. “How Vocabulary Colour Games improve the students eighth grade at SMPN 12 Malang ?”
2. “Does Vocabulary Colour Games improve the students eighth in learning vocabulary at SMPN 12 Malang?”

### 1.3 Research Objectives

Based on the issue, this research aims to enhance eighth grade learners and students using SMPN 12 Malang Vocabulary Color Games.

### 1.4 Research Significance

The outcome of this research has as follows some important contributions. First, it is anticipated that the investigator will provide UMM English Department learners with data on the approach to teach vocabulary. If learners want to embrace this data for their future when they become a teacher, this data is anticipated to be beneficial. Second, this research is expected to offer Junior High School feedback on the approach used for the learners. Other teachers who still have a single approach are expected to be able to apply and create another class approach. Third, by using another model to create students' mastery of vocabulary, it could become a reference for other studies on comparable issues. In other words, it is anticipated that the outcome of this research will boost teacher understanding of this Vocabulary Color Games.

### 1.5 Scope and Limitation of the Study

The range focuses on using Vocabulary Color Games to teach vocabulary as the educational media. Moreover, this research is restricted to SMPN 12 Malang's second year learners.

### 1.6 Definition of Key Terms

The following key terms that will be used in this study are :

- a. *Teaching* is the method of transferring understanding in a formal or informal scenario from a teacher to a student or someone else.
- b. *Vocabulary Color Games* is a excellent game to motivate learners. By playing our fun educational game, learners can exercise and review important English vocabulary that is usually found when exercising paper-based gap filling.

- c. *Improve* is the method of becoming something better (Oxford, 2004)
- d. *Descriptive Text* is about how something appears, sounds, tastes. It is mostly about visual experience, but description is also about other perceptions (Kane, 2000)

